

**TEACHING AND LEARNING COUNTABLE NOUN BY USING
FLASH CARDS AT MTS IRSYADUL MUTA'ALIMIN IN FIRST
SEMESTER OF EIGHT GRADE IN THE ACADEMIC YEAR 2020/2021**

**(A THESIS)
Submitted as a Partial Filfilment of
the Requirements for Seminar**



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2020

ABSTRACT
TEACHING COUNTABLE NOUN BY USING FLASH CARDS

By
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Grammar is one of the language components which is taught to learners. One factor that they faced difficulty in learning grammar is countable noun. Countable nouns are things we can count. The objective of this research is to describe the teaching and learning process, to know the teacher's problems, and to know the students' problems in teaching and learning grammar in countable noun by using flashcards. The subject of this research is the students of eighth grade of MTs Irsyadul Muta'alimin.

This research is qualitative research. The writer took a class to conduct the research using purposive sampling technique. In this research, the writer takes instruments observation, interview, and questionnaire. After get the data, the writer analyzes by using data display, data reduction, and verification.

Based on the result of the data, teaching and learning process in class run well even though there were many problems faced by the teacher and her students. The crowded-class makes the teacher cannot handle the class well. In addition, the size of flashcards was small. So, it makes students cannot see clearly. The problems faced by the students in learning grammar in countable noun by using flashcards were students' background knowledge and low motivation.

Keywords: *countable noun, flash cards, grammar*



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MUTA'ALIMIN IN FIRST SEMESTER OF EIGHT
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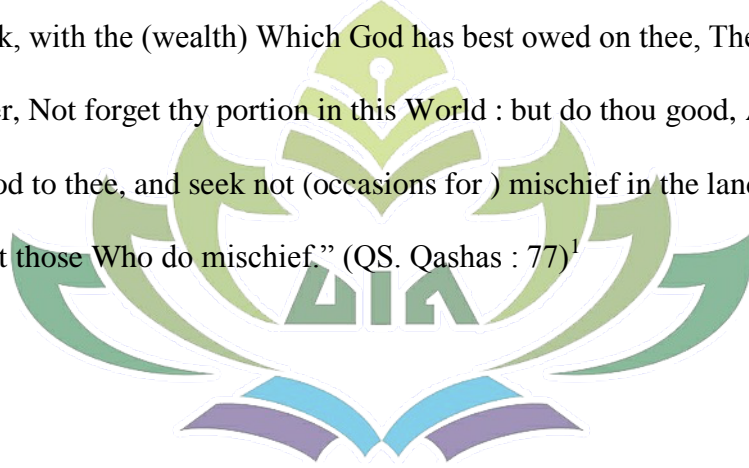
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MOTTO

وَابْتَغِ فِيمَا آتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ وَلَا تَنْسَ نَصِيبَكَ
مِنَ الدُّنْيَا وَأَحْسِنَ كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ وَلَا تَبْغِ الْفُسَادَ فِي
الْأَرْضِ إِنَّ اللَّهَ لَا يُحِبُّ الْمُفْسِدِينَ ﴿٧٧﴾

'But seek, with the (wealth) Which God has best owed on thee, The Home of the Hereafter, Not forget thy portion in this World : but do thou good, As God has been good to thee, and seek not (occasions for) mischief in the land : For God loves not those Who do mischief.” (QS. Qashas : 77)¹

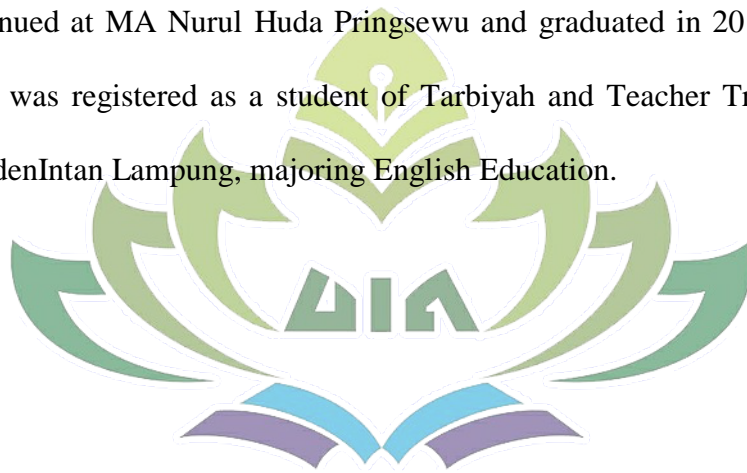


¹ Abdullah Yusuf Ali, *The Holly Qur'an*, (King Fahd Holy Qur'an Printing Complex, 1987), p. 398.

CURRICULUM VITAE

The name of the researcher is Rohmatullah. He was born in Kubulangka on January 05th 1995. He is the fifth child from Mr. Sarimin and Ms. Tarli. He has three sister. They are Siti Mustolikhah, Nur hamidah and Safa'atun and he has three brother. They are Ahmad Muhlisin, Lailatul Qodiron and Ali Ikhsan Khotami.

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ACKNOWLEDGEMENT

First of all, praise to Allah, the Almighty, the Most Merciful, and the Most Beneficent who always gives His blessing and mercy to the researcher during her study to complete this final project. Peace upon the great messenger Prophet Muhammad SAW, his families, companies, and followers until the end of life.

In accomplishing of this thesis, the writer would like to express his graduating to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of the thesis.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung and the advisor who patiently guided the researcher until the completion of this thesis.
3. Dewi Kurniawati, M.Pd, the co-advisor, who has always patiently guided and spent countless time that has given to researcher to correcting and finish the thesis
4. The English Department Lecturers of UIN Raden Intan Lampung
5. Muhammad Yusuf, M.Pd, the Headmaster of MTs Irsyadul Muta'alimin who gave the researcher permissions to conduct this research and collect the data in the school.

6. Desi Nurlestari, S.Pd, the English teacher at MTs Irsyadul Muta'alimin who gave guidance and spirit to the researcher in conducting his research
7. All students of the seventh grade of MTs Irsyadul Muta'alimin in the academic year of 2019/2020, for giving nice participation during the process in conducting research.
8. All of his family, especially Mr, Sarimin and Mrs Tarli, his lovely sister Siti Mustolikah, Nur hamidah, Safa'atun, his lovely brothers, Ahmad Mukhlisin, Lailatul Qodiron, and Ali Ikhsan Khotami who always give her love, support, motivation and advice in accomplishing her study.
9. All of his beloved friends, who always give help, support and kindness in finish this thesis.

My Allah blesses and give in return for every help they did to the researcher. Finally, it is expected that the thesis can be benefit to all.
Aamiin

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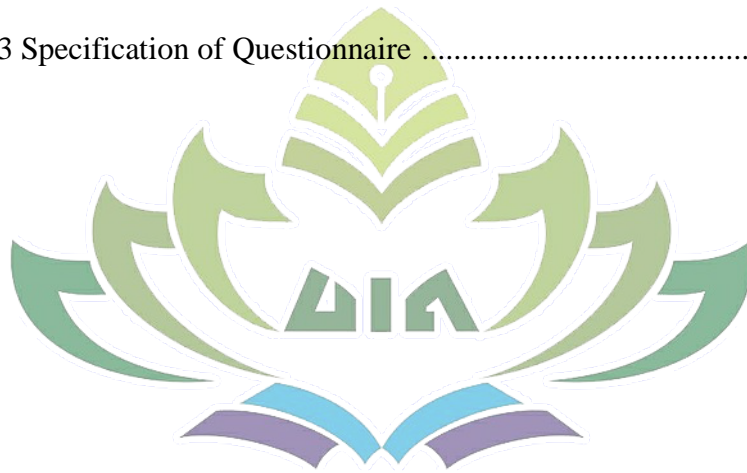
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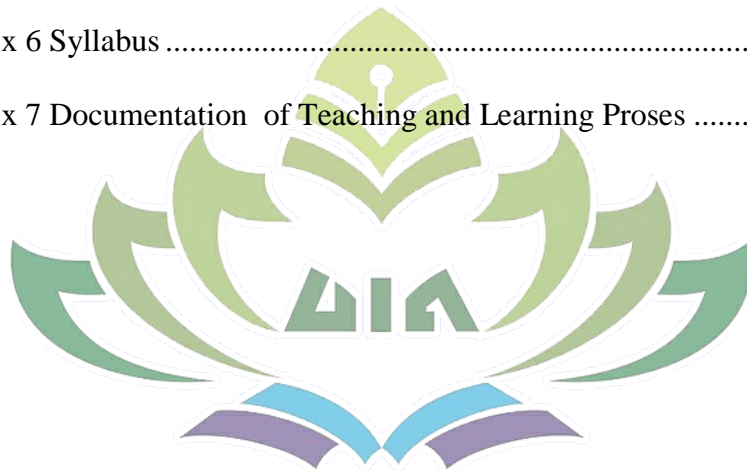
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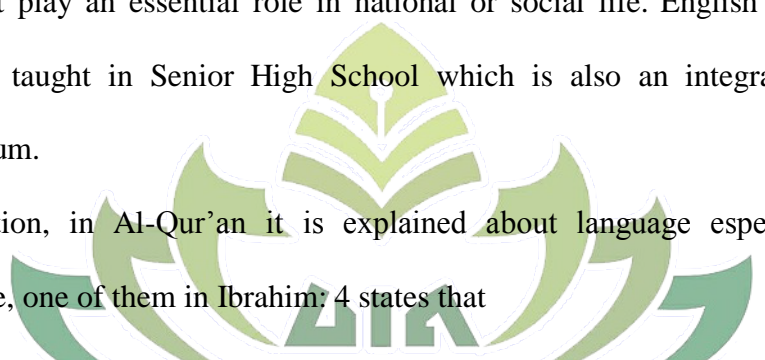
CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English is a foreign language. It means that it is not used in all daily activities in social life, but it is only taught in school. According to Broughton, English as foreign language means that it is taught in schools, often widely, but it does not play an essential role in national or social life.² English as one of the subjects taught in Senior High School which is also an integral part of the curriculum.

In addition, in Al-Qur'an it is explained about language especially foreign language, one of them in Ibrahim: 4 states that



وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلَّ اللَّهُ
مَنْ يَشَاءُ وَيَهْدِيَ مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

Meaning: We sent not a messenger except (to teach) in the language of his (own) people, in order to make clear to them. Now Allah leaves straying those whom he pleases and guides whom he pleases and he exalted in power full of wisdom. (QS. Ibrahim: 4)³

In English there are four certain major language skills that should be targeted by a language learner. Those are listening, speaking, reading, and writing skills.

Listening and reading skills are referred as receptive skills while speaking and

²Geoffrey Broughton, *Teaching English as Foreign Language*, Longman (New York: Edisi, 2th edition, 1980), p. 6

³Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 604.

writing skills are referred as productive skills.⁴ In addition, there are language component that cannot be separated in English, they are pronunciation, grammar, and vocabulary. In English grammar, all words are divided into nine great classes. These classes of words are called Parts of Speech, they are; article, noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection. One of the Parts of Speech will discuss is noun. Noun is the one of the most important part in English. According to Laidlaw cited in Rosyid says that a noun is a name of a person, a place, or a thing.⁵ In learning about noun, the students are introduced with countable and uncountable noun.

Countable and uncountable nouns are discussed since students in junior high school. However, several students may do not understand with its form. They cannot apply the right rules in forming countable and uncountable nouns. An error that students usually made is in arranging uncountable noun as countable noun. For example, *I need paper to write a letter*. The correct one is *I need some paper to write a letter*.

However, making error at learning English is a natural process. It is normal because the structural differences between mother tongue and foreign language, it involves to make a mistake or even error. Brown says that second language is a process that is clearly not unlike first language learning in its trial and error

⁴Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1989), p.16

⁵Muhammad Rosyid, *The problem in learning countable and uncountable noun*, (A Thesis of S-1 UIN Jakarta, 2016), p.1 Unpublished. A valuable on <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/31979/3/MUHAMMAD%20ROSID-FITK.pdf>. Accessed on August 25th, 2020.

nature.⁶ However, it cannot be avoid the teacher should be aware of this issue so the teacher can do something to avoid their students to make the same error. The error they made should be regarded as necessity part of learning language.

Based on the preliminary research at MTS Isyadul Muta'alimin August, 31 2020, the researcher conducted an interview with one of the English teachers there. She said that the students had low achievement of the grammar in countable noun. In addition, they had low score incountable noun. It can be seen from students' English score. The score was displayed in table 1.⁷

Table 1
English Score of Students at the First Semester of Eighth grade of MTs Irsyadul Muta'alimin in the Academic Year of 2020/ 2021

No	Score	The Number of Students			Total	Percentage
		A	B	C		
1.	≥ 71	10	15	10	35	35%
2.	< 71	22	17	22	61	65%

Source : Document of English score at the Eighth Grade of MTs Irsyadul Muta'alimin in the Academic Year 2020/ 2021

Based on the Table 1, the total students categorized failed are higher than the passed category. There were 61 students in categorized failed and 35 students in passed category. It could be seen that the achievement of the students' grammar is low. The teacher also said that the students cannot memorize and difference the words of countable and uncountable. They have not known which one types of vocabulary in the words. In addition, the students face difficulty to compare of using countable and un countable noun so that sometimes the students produced a words incorrectly.

⁶H. Douglas Brown, *Teaching by principle: an Interactive Approach to Language Pedagogy*, (New Jersey : Prentice Hill, 2001), p.170

⁷Diah Permata, *Interview of English Teacher of SMP Ma'arif Sendang Ayu*, Accessed on October, 29th 2019, Unpublished.

Teaching-learning process basically is a process in which teachers and students interacts each other. This process needs students' active role. Furthermore, the teacher should use media to make students enjoy and fun, and a good media will support learning English. According Hamalik in Azhar Arsyad, the main function of media in teaching learning process is to arouse students' desire and interest, build students' motivation and stimulate learning activity even the media can bring psychology influence to the students.⁸ Moreover, media is interest something and it can build students' motivation. There are some of media in teaching learning grammar in countable noun. One of them is flashcards.

In addition, While Arsyad explained that Flashcards means small cards contain picture, text or symbol to remind and to stimulate the students on certain something.⁹ Based on the picture, flashcards usually have 8x12 cm or it can be adaptability by big or small class such as alphabet can be used to practice spelling (in Arabic or English).

There are many previous research in using flashcards. The first previous research was done by Maratus Solikha.¹⁰ The objective of this research is to improve students' vocabulary. The researcher used flashcards to improve students' vocabulary. Based on the result of this research showed that there was improving on students' vocabulary, this finding successfully can be seen from the result of

⁸ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja grafindoPersada, 1997), p 15

⁹ Ibid

¹⁰ Maratus Solikha, *Improving Students' Vocabulary by Using Flash Cards*, (A Thesis of S-1 Degree English Education of IAIN Syekh Nurjati Cirebon, 2013), p.1, Unpublished. Available on <http://e-repository.perpus.iainsalatiga.ac.id/4643/1/skripsi%20pdf.pdf>. Accessed on August 25th, 2020.

students' mean score. It can be seen from the mean of score of pretest were 58.8, the mean of score of post test cycle 1 was 66. 1 and the mean of score of post test cycle 2 was 78. 3. In conclusion, the writer shows that using flash cards is an interesting media because it could attract the students' interest and it can improve students' vocabulary.

The second previous research was done by Yosephus. The title is improving students' vocabulary mastery by using flashcards. The results shows that flash cards can improve the students' vocabulary. The researcher used test, interview, observation, and document to get the data.

Considering among the first and second previous research, the differences the previous research with this research are this research is focused on the process of teaching countable noun by using flashcards, the students' problems in learning countable noun, and teacher's problems in teaching countable noun by using flash cards.

Therefore, in line with the explanation

ns above and the strong desire of finding solution of the problems, the researcher would like to research about "Teaching Countable Noun by Using Flash Cards at MTs Irsyadul Muta'alimin in the second semester in the Academic Year of 2019/ 2020"

B. Identification of the Problems

Based on the background of the problem above, the researcher found several problems as follows:

1. The students had low achievement of the grammar in countable noun.
2. The students can not differentiate the words of countable and uncountable.
3. The students face difficulty to compare of using countable and un countable noun so that sometimes the students produced the words incorrectly.

C. Limitation of the Problems

In this research, the researcher focused on teaching and learning countable noun by using flashcards.

D. Formulation of the Problems

Based on the background of the problem above, the researcher formulated formulation of the problem, they are as follows:

1. How were the process of teaching countable noun by using flash cards at the first semester of the eighth grade at MTs Irsyadul Muta'alimin in the academic year of 2020/ 2021?
2. What were the teacher's problems in teaching countable noun by using flash cards at the first semester of the eighth grade at MTs Irsyadul Muta'alimin in the academic year of 2020/ 2021?

3. What were the students' problems in learning countable noun by using flash cards at the first semester of the eighth grade at MTs Irsyadul Muta'alimin in the academic year of 2020/ 2021?

E. Objective of the Research

Referring the formulation of the problem above, the objectives of the research are as follows:

1. To describe the process of teaching countable noun by using flash cards at the first semester of the eighth grade at SMP Ma'arif Sendang Ayu in the academic year of 2020/ 2021?
2. To know the teacher's problems in teaching countable noun by using flash cards at the first semester of the eighth grade at at SMP Ma'arif Sendang Ayu in the academic year of 2020/ 2021?
4. To know the students' problems in learning countable noun by using flash cards at the first semester of the eighth grade at at SMP Ma'arif Sendang Ayu in the academic year of 2020/ 2021?

F. Significant of the Research

1. Theoretically

The result of this research hopefully can enrich previous research about flash cards use in teaching and learning countable noun.

2. Practically

- a. For the students

By using flash cards, it is hoped that the students will increase their target language by the words. In addition, the students will produce the target language on spoken and written form.

b. For the teacher

By using flash cards, the teachers can improve their creativity in teaching learning process, so the goal of learning can be achieved.

c. For the Institution

It is expected that this research can provide useful input in improving the quality of learning in the school.

G. Scope of the Research

Scopes of the research was as follows:

1. Subject of the Research

The subjects of this research were the students and the teacher at the first semester of the eighth grade at MTs Irsyadul Muta'alimin.

2. Object of the Research

The object of this research was teaching countable noun by using flash cards.

3. Place of the Research

The research conducted at MTs Irsyadul Muta'alimin.

4. Time of the Research

The research conducted at the first semester of the eighth grade in academic year of 2020/ 2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

Language is a system for the expression of meaning.¹¹ It means that language is a means used to express ideas, opinions and feelings to other people. In addition, we can communicate each other in this world to convey information to other people about our ideas, opinions or feelings.

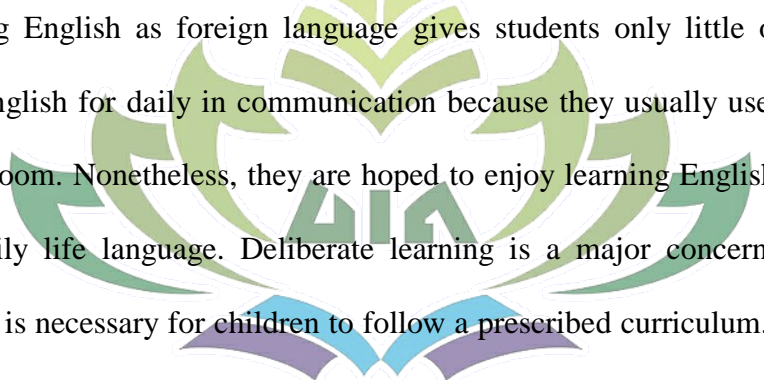
Foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language restricted.¹² English as foreign language means that it is taught in schools, often widely, but it does not play an essential role in national or social life.¹³ In Indonesia, English is the first English foreign language. English is a foreign language in Indonesia, therefore English has been taught to the students from elementary school up to university. It is very important to people in our country because Indonesia people need to master English for communication with other countries, in this case, the teacher must be able to give motivation to the students for creating the best way in teaching in order to make the students easy to understand the material and also always uses English as medium of instruction, so that students accustom to speak English and they can use English as a tool for communication.

¹¹ H. Douglas Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hill, 2001), p. 70.

¹² Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (3rd ed) (Oxford: Oxford University Press, 2001), p. 359.

¹³ Geoffrey Broughton, *Teaching English as Foreign Language* (2nd ed) (New York: Longman, 1980), p. 1.

English is a foreign language in Indonesia, therefore English has been taught to the students from elementary school up to university. It is very important to people in our country because Indonesia people need to master English for communication with other countries, in this case, the teacher must be able to give motivation to the students for creating the best way in teaching in order to make the students easy to understand the material and also always uses English as medium of instruction, so that students accustom to speak English and they can use English as a tool for communication.



Teaching English as foreign language gives students only little opportunity in using English for daily in communication because they usually use English only in classroom. Nonetheless, they are hoped to enjoy learning English which is not their daily life language. Deliberate learning is a major concern in education where it is necessary for children to follow a prescribed curriculum.¹⁴ In addition, students are demanded to master all of the language skills (listening, speaking, reading and writing). Therefore, teacher has responsibility to create conducive situation in teaching learning activity in order that the students are being motivated to follow the lesson of English which is only used rarely in the students' daily life. The teacher should encourage the students to use English as much as possible by giving changes to improve their language skills.

Based on the explanation above, the researcher concludes that teaching English as foreign language is important for learners because English is as target language

¹⁴Judith Ireson, *Learners, Learning and Educational Activity*, (New York: Routledge, 2008), p. 28.

for communication in teaching English in the classroom. In this case, the teacher has to be able to give motivation to the students for creating the best way in teaching in order to make the students easy to understand the material.

B. Concept of Grammar

Grammar is one of the English components. Grammar is a set of rules to arrange how a language's sentences are formed. It is supported by Harmer, he states that grammar is partly the study of what forms (or structures) are possible in a language traditional; grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed.¹⁵ In other words, grammar is used to acquire the sentences based on the grammatical rules.

Grammar is conventionally seen as the study of the syntax and morphology of sentences. Put another way, it is the study of linguistic chains and slots. That is, it is the study both of the way words are chained together in a particular order, and also of what kinds of words can slot into any one link in the chain.¹⁶ In addition, it means that grammar and words cannot be separated because words are as parts of language's sentences and grammar (structure).

In addition, Richards states that grammar is a description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.¹⁷ It usually takes into

¹⁵Scott Thornbury, *How to Teach Grammar*, (New York: Pearson Education, 2002).p1

¹⁶Ibid

¹⁷Jack C Richards, *Communicative Language Teaching Today* (New York: Cambridge University Press, 2006), p.15

account the meaning and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds a language (phonology, phonemics also morphology, semantic and syntax).

Based on the explanation above, it can be concluded that grammar is a set of grammatical rules and it consists of syntax and morphology. Syntax is the study of connecting words together to form phrases and sentences. Thus, it is right to say in English. Morphology is interested in how words are formed out of small units which are also called morphemes.

Grammar is not just about the form. While grammar does indeed involve form, in order to communicate, as pointed out by Larsen in Setyadi, language users also need to know the meaning of the forms and when to use them appropriately.¹⁸ Form is concerned with how the grammar structure is formed and this seems to refer to the accuracy. Meaning is about what the grammar structure means which suggest meaningfulness and use deals with when or why the grammar structure is used which indicates appropriateness. It is supported by Mckey cited in Setyadi, grammar is made up of structures, inflections and structure words.¹⁹ It means that the sentence structure should support the words (vocabulary) that have been selected.

Grammar helps students to use English correctly and appropriately. It is supported by McKay, he states that he believes that the primary purpose of instruction in grammar is to help students use English correctly and appropriately. It means that

¹⁸Ag Bambang Setiyadi, et.al, *TEFL 2*, (Jakarta: Universitas Terbuka, 2007). P.3.2

¹⁹Ibid

when the students learn about grammar rules and having students to practice grammatical patterns, it is important to remember that such instruction is only the means towards helping out students gain competence and confidence in the language.

Based on the explanation above, it can be concluded that grammar is as study of the syntax and morphology of sentences. In addition, grammar is a description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. In the other word, grammar helps students to use English correctly and appropriately.

C. Concept of Grammar Mastery

Grammar is very important for English language learners since it is one of the important aspects to master communicative skills. A learner can be said as mastering a language (having competences) if he fulfills two main requirements, namely accuracy (correctness), which refers to the mastery of grammatical structures, and fluency, which indicates that the learner can use the target language.²⁰ In addition, the importance of grammar mastery is able to support the good use of language. In addition, Harmer declares that grammatical knowledge is very important for learners who want to have communicative competence. With good understanding on grammatical concepts, learners can avoid the use of incorrect structures.²¹

²⁰Scott Thornbury, *How to Teach Grammar*, (New York: Pearson Education, 2002).p.25

²¹Jeremy Harmer, *How to Teach English*, (London: Longman, 1991), p.14.

Based on the explanation above, the researcher concludes that grammar is not a high priority, it does not mean that grammar is not important to learn. Grammar is the basic knowledge and skill for understanding and using the language naturally. As it has been mentioned above, that grammar is the rules by which words can change their forms and can be combined into sentences, it can be said that grammar plays an important role in how learner can master a language. Without learning grammar, learners can not arrange sentences properly. And without having a good comprehension and competence in arranging sentences, it is impossible for learners to be able to master English.

Finally, it means that grammar mastery refers to accuracy (correctness), which refers to the mastery of grammatical structures, and fluency, which indicates that the learners can use the target language.

D. Concept of Countable Noun

According to Murphy, countable nouns are things we can count.²² Countable nouns that can be singular by a, an, or plural by s, es in the final. Countable nouns always take the form of singular and plural.

According to Ribes and Meija cited in Erisanti, countable nouns are things we can count.²³ We can make them plural. Moreover, noun are generally divided into two categories: countable and uncountable. Countable nouns are those nouns which have singular and plural forms. Thus, from the previous explanation, the

²²Murphy Raymond, *English Grammar in Use*, (New York, Longman, 1985), p.148

²³Tiya Erisanti, *Analyzing of the Students' Error of Using Countable and Countable Nouns in Writing Descriptive Text*, (A Thesis of S-1 of IAIN Salatiga, 2018), Unpublished

researcher concludes that countable nouns are nouns which can count and has two forms, those are plural and singular.

The rules of countable nouns, they are as follows:

According to Ribes and Meija cited in Erisanti, there are some rules in forming countable nouns.²⁴ They are as follows:

- 1) Before singular countable noun you may use a/an e.g. you will be attended to by a cardiologist
- 2) Remember to use a/an for jobs e.g. I‘am a cardiologist
- 3) Before plural countable nouns you use some as general rule e.g. I‘ve read some good articles on coronary CT lately.
- 4) Do not use some when you are talking about general things e.g. Generally speaking, I like cardiology books.
- 5) You have to use some when you mean some, but not at all; Some doctors carry a stethoscope.

E. Concept of Media

Learning is a complex process that happens to the people all their life. This process happens because there is an interaction between people with the

²⁴Ibid

environment.²⁵ It means that learning is also a part of communication in human life.

Teaching learning process in reality is a communication process, this is a process to deliver message from the sender through any media to the receiver.²⁶ This statement, it can be stated that media is needed by the sender to convey the message in order that the message can be accepted by the receiver.

Media are aimed to share instructional information where the information. The using of media should involve students in a form of activity in order to make a process of teaching and learning. From the description, media have an essential part of teaching learning process. The teacher and students can involve in teaching learning process. It means that the teaching and learning process will be active and fun.

A medium (plural, media) is a means of communication and some of information. Derived from the latin word meaning the term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed materials, computer programs, and instructors. These are considered instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning.²⁷

²⁵ Azhar Arsyad, M.A, *Media Pembelajaran* (Jakarta: PT Rajagrafindo Persada, 1997), p 1

²⁶ Arief S. Sadiman, Raharjo, Anung Haryono, Rahardjito, *Media Penelitian* (Jakarta: PT Rajagrafindo Persada, 1996), p. 11

²⁷ Sharon E Smaldino and James D Russell, *Instructional Technology and Media for Learning*, (Ohio: Merrill Prentice Hall, 2003), p. 9.

Nowadays many examples of media that can be used in our activity, we can use media that appropriate with our need.

Based on the description above, it could be inferred that there are many kinds of media that the teacher could use in teaching process.

F. Kinds of Media

For practicing purpose, Anderson classifies the media as follows:²⁸

No	Category of Media	Instructional Media
1	Audio	<ul style="list-style-type: none"> - Audio tape (roll or cassette) - Audio Photograph Record - Radio
2	Visual	<ul style="list-style-type: none"> - Programmed-text book - Manual book - Task book - Picture
3	Audio-visual	<ul style="list-style-type: none"> - Assignment book complete by cassette - Tape completed with audio tape voice
4	Visual still projected	<ul style="list-style-type: none"> - Slide - Series film
5	Visual still projected with audio	<ul style="list-style-type: none"> - Audio slide - Audio film series
6	Visual motion	<ul style="list-style-type: none"> - Muted film
7	Visual Motion with audio	<ul style="list-style-type: none"> - Audio film - Video
8	Things	<ul style="list-style-type: none"> - Model
9	Human and Surrounding	
10	Computer	<ul style="list-style-type: none"> - Computer instructional Program

²⁸*Ibid*, p 93

Based on the description above, the researcher concluded that media is anything that can be used to deliver message from the sender to the receiver in order to stimulate, mind, feeling, attention, interest of the learner to create teaching learning process.

G. Concept of Flash Cards

While Azhar Arsyad explained that Flashcards means small cards contain picture, text or symbol to remind and to stimulate the students on certain something.²⁹

Based on the picture, flashcards usually have 8x12 cm or it can be adapt by big or small class such as alphabet can be used to practice spelling (in Arabic or English).

In addition, According to Suyanto states flashcards are cards have big size, usually it uses paper rather thick, stiff, and the size is A4. It contains of picture and words.³⁰ It is classified based on kind and the class such as the flashcards of food, fruits, vegetable, household, transportation, profession and clothes. Usually the teacher holds and moves some flashcards is in a pile of flashcards to front side. The movement of cards quickly, maybe it is the reason, why does it called by flashcard. Flash is quickly, or a flash, in Indonesia language means “sekilas”.

Moreover, According to Harmer, Flashcards are smallish cards which we can hold up for our students to see.³¹ It means that flashcards helps students in teaching and learning process in visual learning. In addition, according to philips Flashcards are

²⁹ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2002), p.119

³⁰ Suyanto, Kasihani K, *English for Young Learners*, (Jakarta : Bumi Aksara, 2007), p.109

³¹ Jeremy Harmer, *The Practice of English Language Teaching*, (Kuala Lumpur: Associated Companies Troughs the World, 2002), p.134

picture cards which an invaluable way of introducing and revising vocabulary and it can used to drill simple structure and function.³²

Even though, regarding to visual techniques, flashcards can be used as one of visual aids to illustrate meaning of words and it can also be used to practice words.³³

Based on definition above, it could be taken a general view that flashcards are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words. Beside it, flashcard is one of visual aids which are used to make the students more interest and enjoy in teaching learning process and to improve student's understanding on the material given by the teacher.

In using flashcards, it requires considerable attention about way of handle and move when we will change the picture. Pictures have to clear enough if seen by students and it moved quickly from back side to front side. In making flashcards, there are three criteria as below:

- a. Flashcard should visible and is big and clear enough so that all of students can see detail.
- b. The picture on flashcard has to convey the message clearly, not confuse or describe something that confused.

³²Sarah Phillips, *Young Learner Resource Books for Teacher*, (Oxford: Oxford University Press, 2001), p.69

³³Scott Thornbury, *How to Teach Vocabulary*, (Oxford, Pearson Education Limited, 2002), p 78-80

c. The way of use flashcard must be correctly.

H. Advantages and Disadvantages of using Flashcards

1. Advantages of Flashcards

- a. Flashcards are easy to get by buying in the store or making by drawing or sticking pictures on them.³⁴
- b. Flashcards can be used as part of various activity.
- c. They can be used more than once or again and again.

2. Disadvantages of Flashcards

- a. A number of flashcards need to be organized by topic.
- b. Flashcards need careful thought and preparation in advance.
- c. In making flashcards, it is difficult to find pictures in the right size but simple enough.³⁵

Based on the explanation above, it can stated that the advantages of flashcards are Flashcards are easy to get by buying in the store or making by drawing or sticking pictures on them, flashcards can be used as part of various activity, and they can be used more than once or again and again. In addition, the disadvantages of flashcards area number of flashcards need to be organized by topic, flashcards need careful thought and preparation in advance, and In making flashcards, it is difficult to find pictures in the right size but simple enough.

³⁴John Haycraft, *An Introduction to English Language Teaching*, (London: Longman, 1986), p.102

³⁵Adrian Dof, *Teach English: A Training Course for Teachers*, (Cambridge: Cambridge University Press, 1992),p.82

I. The Procedures of Teaching Flashcards

There are some activities in teaching countable noun by using flashcards which can be applied in the classroom. Read mentions ten ideas or activities for using flashcards. They are as follows:

Pre-activity

1. The teacher gives the greeting.
2. The teacher introduces the theme.
3. The teacher shows the topic related to the materials.
4. The teacher shows the flashcards that related to the materials (countable noun) and ask the students what the pictures are.
5. The teacher introduces the instructional objectives.

While-activity

1. The teacher provides a description, explanation, or example of the new term.
2. The teacher asks students to restate the description, explanation, or example in their own words.
3. The teacher asks students to construct a picture, pictograph, or symbolic representation of the term.
4. The teacher engages students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks.
5. Periodically ask students to discuss the terms with one another.
6. The teacher involves students periodically in games that enable them to play with terms.

Post-activity

1. The teacher closes the lesson.
2. The teacher gives the feedback.

J. The Teacher's and Students Problems in Countable Noun

1. The Teacher's Problems

The success of teaching and learning process depends on several factors, the most important of which is the teacher. A teacher must understand how to motivate his or her students, and she or he must master the use of instructional devices, procedures, material in order to do so. She or he should, however be aware of their limitation and strengths as motivator. But aside from his or her function as an organizer of activities, the teacher more frequently than any other individual occupies the center of the stage as an active disseminator of information, director of thinking.³⁶

Discussing the topic is primarily connected with the problem of teaching English, as a foreign language, which are generally felt by every teacher of English not only in our country but also in the other country. Those problems stem from the different language system between English and our language. In addition, there is a special difficulty that is not commonly considered; it is difficulty of overcoming the barrier of the pupil's mother learner's language reaction, and obstacle the learning of the new language because it is so firmly seated as the first language.³⁷

³⁶ Muhammad Rosyid, *The problem in learning countable and uncountable noun*, (A Thesis of S-1 UIN Jakarta, 2016), p.12 Unpublished

³⁷ P. Gurrey, *Teaching English as Foreign Language*, (London: Longman, 1973), p.3

According to Thornbury, there are some factors that make some words difficult for the students: ³⁸

- a. Pronunciation: research shows that words that are difficult to pronounce are more difficult to learn. For example: Gorgeous, Lecturer, etc
- b. Spelling is sound and spelling mismatches will be cause of errors in pronunciation or in spelling, and can contribute to a wordss difficulty. For example: muscle, headache, etc.
- c. Length and complexity: long words are more difficult to learn than short ones. And the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily.
- d. Meaning: when two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as since and still, can also be difficulties for learners.
- e. Range: connotation and idiomatic, words that can be used in wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. For example: thin is more used than skinny, slim and slander. The connotation of some words may cause problem too. For example: propaganda has negative connotation in English, but it is equivalent may simply mean publicity.

³⁸Thornbury, *How to Teach Vocabulary*. (London: Longman, 2000), p.27

2. Students' Problems

a. Students' Background

Students characteristic are also important. The knowledge of students bring to the situation may have serious gaps, they may or may not have a mental map of the subject before they begin, they may or may not be motivated to learn.³⁹

The students' background also has influences in mastery of English. The economic background of the students and poor students have no chance to learn or to memorize their lessons at home, because some students to help their parents.

b. Students' Motivation

According to Peters and Burnett, identifying problems in education is easy, but finding right answer is another matter, because the problems are complex and involve controversial issue. Such as maintaining an adequate supply of teacher, financing public education and determining what school should accomplish.⁴⁰

Based on the explanation above, it means that problems are something that complex. It needs problem solving to find the right answer the problems. The problems can happen in education like maintaining an adequate supply of teacher, financing public education and determining what school should accomplish.

³⁹Mackenzie Norman, *Teacher Cognition in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p.9

⁴⁰Peters and Burnett, *Teaching I*, (Ohio: State University Gail F Farwell, University of Wisconsin, 1963), p.312-313

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Education Limited.



APPENDIX 1

OBSERVATION SHEET

The Result of Interview in the Preliminary Research for the Teacher

No	Questions	Answer
1	How long you have been teaching English, sir?	I have been teaching English for 5 years.
2	How are the students' score and achievement in English?	Based on the students' score, the students still get the low score or under KKM in the school. They get 55-70. I think just 30%, the students passed in KKM.
3	What are your difficulties in teaching grammar in countable noun?	Sometimes, I confused because the students face difficult to determine which countable and uncountable noun. And then, they cannot memorize the words, and compare of using countable and un countable noun so that sometimes the students produced a word incorrectly.
4	What is your strategy in teaching grammar in countable noun?	Sometimes, I used media to teach grammar in countable noun
5	What are the students' difficulties in learning grammar in countable noun?	The students faced many difficulties. The students face difficult to determine which countable and uncountable noun. And then, they cannot memorize the words, and compare of using countable and un countable noun so that sometimes the students produced a word incorrectly.
6	Have you used the three-phase technique for teaching reading?	I have used this media in teaching and learning process.

APPENDIX 2

INSTRUMENT TEST

No	The Pointer of Observation	Ceklist		Note
		Yes	No	
1	The teacher gives the greeting	√		Before start the lesson, the teacher gave greeting yet.
2	The teacher introduces the theme.	√		The teacher explained the theme and objective of learning
3	The teacher shows the topic related to the materials.	√		The teacher showed the topic based on the material.
4	The teacher shows the flashcards that related to the materials (countable noun) and ask the students what the pictures are	√		The teacher showed the flashcards
5	The teacher sticks a set of flashcards on the board, point the flashcards and drill the words to the students. After that, the students are asked to close their eyes and the teacher remove one or some flashcards then the teacher asks the students “what’s misssing?” so students should remember which flashcards are missing.		√	The teacher didnt sticks a set of flashcards on the board, point the flashcards and drill the words to the students.
6	The teacher sticks a set of flashcards on the board, then the teacher mentions some characteristic of one of flashcards then the students answer what the flashcards than the teacher means.		√	The teacher didnt mention some characteristic of one of flashcards then the students answer what the flashcards than the teacher means
7	The teacher shows the flashcards one by one which the words are	√		The teacher showed the flashcards one by one which the words are

	covered, then the teacher asks the students “what is this”? by pointing the picture, and the students answer the words based on the picture, then the teacher shows the words of the picture			covered,
8	The teacher pronounces the words then the students repeat the word until they pronounce the words correctly.	√		The teacher pronounced the words then the students repeat the word until they pronounce the words correctly.
9	The teacher closes the lesson.	√		The teacher closed the lesson.
10	The teacher gives the feedback.	√		The teacher gave the feedback.



APPENDIX 3

INSTRUMENT TEST

INTERVIEW SHEET

Hari/tanggal/ jam : Sabtu/21 November 2020/ 10.30
 Pewawancara : Rohmatullah
 Informan : Desi Nur lestari, S.Pd
 Tempat/ Lokasi Wawancara : MTs Irsyadul Muta'alimin/Ruang Guru

1. Bagaimana kondisi kemampuan bahasa inggris siswa secara umum di kelas 8C?

Kemampuan bahasa inggris siswa secara umum, masih kurang baik dibandingkan kelas lainnya. Karena masih banyak siswa yang nilainya dibawah standar kelulusan.

2. Bagaimana proses pembelajaran *grammar* pada *countable noun* biasanya dilaksanakan di kelas?

Proses pembelajaran *grammar* pada *countable noun* biasanya hanya dilakukan dengan metode ceramah dan hanya menggunakan buku belajarsiswa. Kadang-kadang, saya menggunakan flashcards sebagai tamabahan media belajar.

3. Apasaja permasalahan yang anda hadapi dalam mengajarkan bahasa inggris secara umum?

Permasalahan yang sering dihadapi siswa kurang berminat dengan pelajaran bahasa Inggris sehingga dalam proses belajar siswa kurang aktif dan kemampuan bahasa Inggris siswa lemah sehingga susah untuk memahami materi yang disampaikan.

4. Bagaimana respon anda dalam penggunaan *flashcards* untuk pengajaran *grammar* pada *countable noun*?

Respon saya bagus, karena penggunaannya mudah, biaya ringan dan tidak menjenuhkan untuk siswa.

5. Bagaimana respon siswa dalam pembelajaran *grammar* pada *countable noun* menggunakan *flashcards*?

Respon siswa bagus daripada sebelumnya yang tidak menggunakan *flashcards*.

6. Apasaja permasalahan yang anda hadapi dalam mengajarkan *grammar* pada *countable noun* menggunakan *flashcards*?

Flashcards kecil, jadi siswa yang duduk dibelakang kurang jelas melihatnya, saya harus bolak-balik kebelakang. Apalagi, jumlah siswa yang banyak juga.

7. Apa strategi yang anda gunakan ketika mengajarkan *grammar* pada *countable noun* menggunakan *flashcards*?

Saya menggunakan metode *slowly* dan *what a missing*

8. Menurut pendapat anda apakah *flashcards* tepat untuk pengajaran *grammar* pada *countable noun*?

Menurut saya tepat, karena siswa mudah untuk menghafal dan memahami materi yang saya berikan.



[illegible]

APPENDIX 5

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTS IRSYADUL MUTA'ALIMIN KUBULANGKA
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII/1
 Materi Pokok : Countable Noun
 Alokasi Waktu : 2 x 40 menit

1. KOMPETENSI DASAR

2. KOMPETENSI DASAR

4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

3. INDIKATOR

1. Mampu mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.
2. Mampu mendengarkan dan memberi respon penjelasan tentang kosakata *countable noun*.

4. TUJUAN PEMBELAJARAN

1. Siswa mampu mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.
2. Siswa mampu mendengarkan dan memberi respon penjelasan tentang kosakata *countable noun*.

5. MATERI POKOK

1. Teks fungsional berbentuk:
 - a. instruction
 - b. shopping list
 - c. greetings
 - d. announcement
2. Tata Bahasa
Quantifiers
3. Kosakata
Countable noun
4. Ungkapan buku

6. SUMBER DAN MEDIA PEMBELAJARAN

- Sumber
English Book for Seventh Grade
- Media
Handout, reading Instrument, spidol, dll

7. METODE PEMBELAJARAN

Pendekatan : Scientific Learning
 Technique : Lecturing Technique
 Media : Flashcards

8. KEGIATAN PEMBELAJARAN

Activities	Description of Activities		Duration
	Teacher	Students	
Pre- Teaching	1. Guru meminta siswa untuk berdoa bersama. 2. Guru menyampaikan tujuan pembelajaran.	1. Siswa dan guru berdoa bersama. 2. Siswa mendengarkan tujuan pembelajaran yang disampaikan guru.	10 minute
While- Teaching	1. Guru menentukan tujuan pembelajaran 2. Guru menyiapkan flashcards dan penjelasan dalam	1. Siswa mendengarkan tujuan pembelajaran yang disampaikan 2. Siswa memperhatikan materi yang disampaikan guru.	20 minute

	<p>setiap gambar</p> <p>3. Guru meminta siswa untuk mendeskripsikan gambar pada flashcards dengan kata-katanya sendiri</p> <p>4. Guru meminta siswa untuk merekonstruksi kembali sesuai gambar</p> <p>5. Guru meminta siswa untuk berdiskusi dengan temannya terkait deskripsi dan penjelasan pada gambar dengan kosakata yang benar</p> <p>6. Guru melibatkan semua siswa untuk aktif</p>	<p>3. Siswa memperhatikan topik yang diberikan guru</p> <p>4. Siswa memperhatikan contoh yang diberikan guru</p>	
Post- Teaching	<p>1. Guru menutup pembelajaran dan berdoa bersama</p> <p>2. Guru menyampaikan materi selanjutnya.</p>	<p>1. Siswa berdoa bersama</p> <p>2. Siswa mendengarkan materi selanjutnya</p>	15 minute

1. PENILAIAN

Teknik penilaian : Unjuk Kerja
 Bentuk : Tes lisan
 Instrument : Countable Noun

a. Rubrik penilaian aspek sikap

No	Aspek yang dinilai	Kriteria	Score
1.	Santun (Respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2

		Tidak pernah menunjukkan sikap santun	1
2.	Bertanggungjawab (responsible)	Sangat sering menunjukkan sikap bertanggung jawab Sering menunjukkan sikap bertanggung jawab Beberapa kali menunjukkan sikap bertanggung jawab Pernah menunjukkan sikap bertanggung jawab Tidak pernah menunjukkan sikap bertanggung jawab	5 4 3 2 1
3.	Jujur (honest)	Sangat sering menunjukkan sikap kerjasama Sering menunjukkan sikap kerjasama Beberapa kali menunjukkan sikap kerjasama Pernah menunjukkan sikap kerjasama Tidak pernah menunjukkan sikap kerjasama	5 4 3 2 1
4.	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin Sering menunjukkan sikap disiplin Beberapa kali menunjukkan sikap disiplin Pernah menunjukkan sikap disiplin Tidak pernah menunjukkan sikap disiplin	5 4 3 2 1
5.	Percaya diri (confidence)	Sangat sering menunjukkan sikap percaya diri Sering menunjukkan sikap percaya diri Beberapa kali menunjukkan sikap percaya diri Pernah menunjukkan sikap percaya diri Tidak pernah menunjukkan sikap percaya diri	5 4 3 2 1

b. Scoring

Pedoman penskoran: masing-masing soal jika dijawab benar dengan proses yang benar akan diberikan skor 2.

Perhitungan nilai akhir dalam 0-100 sebagai berikut

Nilai akhir = nilai perolehan : nilai maksimal

Mengetahui

Guru Bahasa Inggris

Peneliti

Kepala Sekolah

Desi Nurlestari, S.Pd

Rohmatullah

Muhammad Yusuf, M.Pd

APPENDIX 6

SILABUS PEMBELAJARAN

Sekolah : MTS IRSYADUL MUTA'ALIMIN

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (satu)

Standar Kompetensi : 4. Berbicara

Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<p>Teks Fungsional Pendek Berbentuk :</p> <ul style="list-style-type: none"> • <i>Intruccion</i> • <i>Shopping list</i> • <i>Greetings</i> • <i>Announcement</i> <p>Tata Bahasa</p> <ul style="list-style-type: none"> • Negative • Imperrative <p>Kosakata</p> <ul style="list-style-type: none"> • Kata 	<p>1.Tanya jawab yang berkaitan dengan Materi</p> <p>2.Menirukan ungkapan-ungkapan sesuai materi</p> <p>3.Membahas kosakata dan struktur percakapan</p> <p>4.Latihan memberi perintah, mengucapkan selamat, mengumumkan dengan singkat</p> <p>5. Menggunakan ungkapan percakapan dalam situasi nyata</p>	<p>1.Memberi instruksi</p> <p>2.Menyebut daftar benda</p> <p>3.Mengucapkan selamat</p> <p>4.Mengumumkan dengan singkat</p>	<p>Tes lisan</p> <p>Unjuk kerja</p> <p>Unjuk kerja</p> <p>Unjuk kerja</p>	<p>1.Membaca Sakan gambar</p> <p>2.Uji Petik</p> <p>3.Uji Petik</p> <p>4. Uji Petik</p>	<p>1. Give an instruction based on the picture shown!</p> <p>2. Mention 5 things you have in : a. Your bag b. your bedroom</p> <p>3. What would you say to a friend : a. on his/her birthday b. in weekends c. if he/she has got the best in class</p> <p>4. inform your friend about the coming flag ceremony through an</p>	4x40 menit	<p>1.Buku teks yang relevan</p> <p>2.Alat peraga</p> <p>3.Rekaman kaset, CD ,VCD ,film</p> <p>4.Rekaman percakapan otentik</p>

						announcement		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (respect) Tekun (diligence) Tanggung jawab (responsibility)								
4.2.Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat	<p>1. Teks fungsional berbentuk :</p> <ul style="list-style-type: none"> • <i>instruction</i> • <i>shopping list</i> • <i>greetings</i> • <i>announcement</i> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> • <i>Quantifiers</i> <p>3. Kosakata</p> <ul style="list-style-type: none"> • <i>Countable & Uncountable nouns</i> <p>4. Ungkapan Baku</p> <ul style="list-style-type: none"> • <i>attention !</i> • <i>Excuse /me</i> 	<p>1. Mendengarkan dan memberi respon <i>introduction</i> tentang makna gagasan teks lisan fungsional pendek sesuai topik materi yang akan disampaikan</p> <p>2. Mendengarkan dan memberi respon penjelasan tentang kosakata, tatabahasa: noun, noun phrase, adj, verb, adverbs, short answer, istilah-istilah dalam teks fungsional pendek.</p> <p>3. Mendengarkan model teks-teks lisan fungsional pendek</p>	<p>1. Memberi instruksi secara lisan.</p> <p>2. Menyebutkan daftar barang yang dibutuhkan.</p> <p>3. Memberi ucapan selamat</p> <p>4. Mengucapkan sesuatu</p>	<p>Tes lisan</p> <p>Tes lisan</p> <p>Unjuk kerja</p> <p>Unjuk kerja</p> <p>Tes lisan</p>	<p>Membahasakan gambar</p> <p>Uraian</p> <p>Uji Petik</p> <p>Uji Petik</p> <p>Menjawab pertanyaan</p>	<p>1. Give instruction to your friend based on the picture.</p> <p>2. Mention the things that you find in your bedroom</p> <p>3. Congratulate your friend on his / her success in doing something</p> <p>4. Tell your friend about the coming school holiday</p> <p><i>Listen to the texts and answer the questions orally.</i></p>	4x40 menit	<p>Script of short functional text</p> <p>Buku teks</p> <p>Rekaman kaset, CD, VCD, DVD, Fm</p> <p>Alat peraga</p>

		<p>4. Menggunakan teks-teks fungsional pendek dalam simulasi</p> <p>5. Mengidentifikasi makna gagasan teks-teks lisan fungsional pendek</p> <p>6. Menjawab pertanyaan tentang makna gagasan teks fungsional pendek secara lisan</p>						
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)</p> <p>Rasa hormat dan perhatian (<i>respect</i>)</p> <p>Tekun (<i>diligence</i>)</p> <p>Tanggung jawab (<i>responsibility</i>)</p>								

Mengetahui;
Kepala Sekolah

.....,20.....
Guru Mapel Bahasa Inggris,

(.....)
NIP /NIK : ;

(.....)
NIP /NIK : ;

APPENDIX 7

THE DOCUMENTATION OF TEACHING END LEARNING
PROCESS